

2023 Annual Report to the School Community

School Name: Karwan Primary School (5596)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 22 April 2024 at 04:23 PM by Ashley Craig (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 23 April 2024 at 08:49 AM by Karwan Primary School SCP (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Welcome to Karwan Primary School, a brand-new school in the ever-growing suburb of Tarneit. Established in 2023, the school thrives in the high-growth area of Wyndham in the western area of Melbourne, exclusively enrolling students from our designated catchment zone.

Karwan Primary School opened its doors to 250 students and concluded the 2023 school year with a flourishing community of 401 eager learners. 48% of students identified as male, and 52% as female. 93% of students were from language backgrounds other than English, 1% were Aboriginal and Torres Strait Islander students, and 3% were international students. Based on the Student Family Occupation and Education index, which considers parent occupation and education, the overall socio-economic profile is low to medium.

The principal spearheaded the school's leadership and was supported by 2 Assistant Principals with expertise in Teaching and Learning and Health and Wellbeing. There were 21 Equivalent Full-Time (EFT) teaching staff who supported and guided the school's students in their academic, social, and emotional development. The teachers played a crucial role in shaping the young minds, fostering a love for learning, and laying the foundation of our school in its first year of operation. 3.85 Integration Aides provided invaluable support to students with diverse needs, ensuring an inclusive learning environment. Karwan Primary School also has 1 Business Manager, 0.85 Office Administration Assistants and 1 full-time Facilities Manager who all played a crucial behind-the-scenes role, ensuring the smooth operation of administrative tasks and a safe school site, contributing to a well-functioning school environment.

Karwan Primary School's vision is to empower everyone to reach their full potential, today and into the future. Through its mission, the school strives to provide a safe environment in which every person is equal, and everyone is known and valued, deliver a stimulating learning program where differing needs are acknowledged, accepted and met, develop confident, passionate, and curious learners who discover their interests and grow in their love of learning, grow links with the local, wider and global communities, and cultivate a sense of pride in our school. Karwan Primary School's values are respect, responsibility and resilience. Karwan Primary School operated 15 grades. Due to the growth in the area, the ever continuous enrolments throughout the year and the school's desire to keep class numbers as low as possible, there was a combination of straight and composite classes. There were 6 x straight Prep grades, 4 composite years 1 and 2 classes, 2 composite years 3 and 4 classrooms, 2 composite years 4 and 5 grades and a year 5 and 6 classrooms. In these classrooms, students were offered a comprehensive, individually tailored learning program that included literacy, mathematics, humanities, and health and wellbeing. Students also attended specialist classes in performing arts, physical education, science and visual arts, fostering a well-rounded education and exploration program.

At Karwan Primary School, we strongly believe in fostering robust home-school relationships. Our formal Parent/Teacher Conferences, held four times a year with specific focuses, are just one aspect of our engagement. We also facilitated information sessions, open classrooms, and parent forums to encourage continuous communication and collaboration. Our School Council, an integral part of our community, contributed significantly to our school's direction and success.

Karwan Primary School has state-of-the-art facilities, including individual classrooms, common spaces, a gymnasium, science, visual arts, and performing arts spaces, as well as expansive, manicured grounds, including hard courts, playgrounds, and a sporting field.

Progress towards strategic goals, student outcomes and student engagement

Learning

As we embark on the reflective journey of our school's inaugural year, it's essential to recognise the milestones achieved in teaching and learning. Amidst the excitement and challenges of establishing a new primary school, our community has shown remarkable dedication and perseverance. Our reflection encompasses the triumphs of our first year and the strategies, actions, and activities undertaken to navigate uncharted territory and lay a strong foundation for future success.

In our pursuit of educational excellence, a key improvement strategy has been to provide tailored support for students requiring scaffolding while concurrently challenging those who excel, particularly in numeracy. This approach aims to foster continuous growth and development across all proficiency levels. A comprehensive whole-school teaching and learning plan has been developed to realise this strategy, encompassing various year levels and curriculum areas. This plan serves as a guiding framework for instructional delivery and curriculum alignment, ensuring coherence and consistency across the school.

Collaborative Professional Learning Teams (PLTs) have been established to enhance student outcomes through ongoing data analysis and targeted instructional practices. These teams served as forums for our teachers to share insights, analyse student progress, and exchange effective teaching strategies. Within this framework, protected PLT meeting time has been allocated to facilitate professional learning and collaborative curriculum planning. This dedicated time enabled teachers to engage deeply in professional development activities, refine instructional approaches, and design differentiated learning experiences to meet diverse student needs.

Whole-school professional learning sessions have been conducted to ensure consistent understanding and implementation of instructional models across all classrooms. These sessions gave teachers the knowledge and skills to deliver differentiated instruction to support student learning outcomes effectively. Additionally, a comprehensive whole-school assessment schedule has been developed and implemented, incorporating a range of data sets to inform differentiated planning. Educators systematically collect and analyse student data, tailor instruction to address individual learning needs and maximise student growth and achievement. Through these concerted efforts, we aimed to create a learning environment where every student receives the support and challenge they need to thrive academically and beyond.

Our 2024 learning targets and results are set out below:

NAPLAN - Exceeding or Strong

Year 3

- Reading - Goal 50% - Achieved 71%
- Numeracy - Goal 31% - Achieved 59%
- Writing - Goal 48% - Achieved 79%

Year 5

- Reading - Goal 36% - Achieved 65%
- Numeracy - Goal 23% - Achieved 52%
- Writing - Goal 25% - Achieved 55%

Victorian Curriculum Teacher Judgement

- Reading - Goal 80% - Achieved 94%
- Writing - Goal 75% - Achieved 89%
- Number - Goal 80% - Achieved 89%

School Staff Survey

- Collective Efficacy - Goal 67% - Achieved 97%
- Teacher Collaboration - Goal 63% - Achieved 89%
- Guaranteed and Viable Curriculum - Goal 76% - Achieved 92%
- Staff trust in colleagues - Goal 65% - Achieved 96%
- Instructional Leadership - Goal 66% - Achieved 96%

Parent/Caregiver/Guardian Opinion Survey

- General Satisfaction - Goal 80% - Achieved 88%
- Effective Teaching - Goal 79% - Achieved 88%
- Student Motivation and Support - Goal 77% - Achieved 85%

In teaching and learning, we established protected Professional Learning Team meeting time to enable PLTs to collaboratively develop a teaching and learning program that caters to the individual needs of our students. PLTs plan lessons that align to the school's two Instructional models and incorporate the High-Impact Teaching Strategies. The Assessment Schedule informed PLTs of when to administer assessments and gather evidence of learning. Opportunities for staff to moderate assessment pieces are provided and are evident in the meeting schedule. Assessment data was then used to inform future differentiated planning.

Wellbeing

Reflecting on the first year in health and wellbeing within our school community, it's clear that we've made meaningful progress towards prioritising the holistic wellness of our students, families, staff and community. Throughout this journey, we've implemented a range of strategies, actions, and activities aimed at promoting physical, mental, and emotional wellbeing. Our efforts have centred on cultivating a supportive environment where everyone can thrive.

We prioritised student health and wellbeing, particularly for the most vulnerable individuals. Our central strategy focused on effectively mobilising available resources. At the forefront of our work was a holistic approach to implementing initiatives aimed at nurturing students' overall development and fostering a supportive school culture.

At the front of our actions was a commitment to supporting the seamless transition of all students into Karwan Primary School. This involved meticulously gathering transition information through organised meetings with their previous educational settings and facilitating a step-up day for teachers and students to become acquainted with the school community before their official start. Furthermore, as enrolments continued throughout the year, this commitment to a smooth and supportive transition was evident with students settling well, quite quickly upon joining the school.

A pivotal action on our agenda was developing and implementing a School Wide Positive Behaviour (SWPB) framework at Karwan Primary School. This framework is designed to instil a culture of positivity and inclusivity throughout the school, emphasising social-emotional learning and proactive behaviour management strategies. To facilitate its implementation, a dedicated committee was formed to attend professional learning sessions to enhance the staff's capacity to develop and implement SWPB practices effectively. Additionally, comprehensive whole-school professional learning sessions were meticulously organised and scheduled to ensure all staff members had the necessary skills and knowledge to support the SWPB framework. Moreover, effective communication and collaboration with all stakeholders were essential for the success of this initiative. By engaging students, parents, and the wider community, we aimed to foster a shared understanding and commitment to promoting positive behaviour and wellbeing within the school environment.

To provide targeted support for student wellbeing, strategic appointments were made, including the designation of an Assistant Principal 2 - Head of Health and Wellbeing in Term 2. This individual played a crucial role in overseeing health and wellbeing goals, collaborating with staff on tier 1 and tier 2 interventions, and ensuring that the diverse needs of our students were effectively addressed. Through these concerted efforts and strategic actions, we aspired to create a school environment where every student feels valued, supported, and empowered to thrive. We did endeavour to recruit a Social Worker in Term 3; however, we were unable to due to the availability of such Social Workers.

Our 2024 health and wellbeing targets and results are set out below:

Student Attitudes to School Survey

- Managing Bullying - Goal 84% - Achieved 85%
- Resilience - Goal 66% - Achieved 71%
- School Stage Transitions - Goal 76% - Achieved 87%

Parent/Caregiver/Guardian Opinion Survey

- Positive Transitions - Goal 81% - Achieved 89%
- Promoting Positive Behaviour - Goal 86% - Achieved 94%

In health and wellbeing, we have successfully supported students' seamless transition, creating a welcoming environment from the start. The implementation of the School-Wide Positive Behaviour (SWPB) framework has notably improved the school climate, emphasising proactive measures for positive behaviour and reducing incidents. Our commitment to developing a strong inclusive culture has fostered a more enriched and respectful learning environment. Celebrating diversity and promoting open dialogue has positively impacted student relationships and influenced academic outcomes.

Engagement

In its inaugural year, Karwan Primary School prioritised student engagement by ensuring a smooth transition for all learners. Recognising the significance of a seamless shift into a new educational environment, the school implemented orientation programs, buddy systems, and supportive staff members to guide students through the transition process. Through these initiatives, students felt welcomed, supported, and quickly acclimated to their new surroundings, setting a positive tone for their educational journey. Safety was paramount at Karwan Primary School, and efforts were made to create a nurturing and secure environment where students could thrive. The school implemented comprehensive safety protocols, including vigilant supervision, and proactive measures to address conflicts. By prioritising the physical and emotional wellbeing of its students, Karwan Primary School fostered a sense of security and trust, allowing students to focus on their academic and personal growth, while enjoying the school environment.

To provide a stimulating learning experience, Karwan Primary School embraced a diverse range of teaching methodologies and resources. From hands-on experiments in science class to creative expression in visual arts, students were immersed in dynamic and interactive learning opportunities. Differentiated instruction catered to individual learning styles and abilities, ensuring that every student was challenged and supported according to their unique needs and strengths. Specialist classes played a crucial role in enriching the educational experience at Karwan Primary School. From Performing Arts to Physical Education, Science, and Visual Arts, students had the opportunity to explore a variety of subjects beyond the core curriculum. These classes provided students with valuable skills and knowledge and sparked their creativity, curiosity, and passion for learning. Technology was seamlessly integrated into the learning environment at Karwan Primary School, enhancing engagement and facilitating personalised learning experiences. Interactive educational software, multimedia presentations, and digital resources were utilised to supplement traditional teaching methods, allowing students to access information, collaborate with peers, and demonstrate their understanding innovatively.

In addition to classroom learning, Karwan Primary School organised various extracurricular activities to engage students further. From incursions featuring guest speakers and performers to exciting excursions to local museums and parks, students had the opportunity to broaden their horizons and explore new interests. Sports events and lunchtime clubs provided physical activity, teamwork, and socialization outlets, fostering camaraderie and school spirit.

The approachable staff at Karwan Primary School played a pivotal role in fostering student engagement. Teachers and support staff were not only knowledgeable and skilled educators but also caring mentors and role models. They were readily available to offer guidance, support, and encouragement to students, creating a nurturing and inclusive learning environment where every student felt valued and respected.

Our 2024 engagement targets and results are set out below:

Student Attitudes to School Survey

- Sense of Connectedness - Goal 76% - Achieved 89%
- Stimulating Learning - Goal 78% - Achieved 96%
- Differentiated Learning Challenge - Goal 86% - Achieved 96%

Attendance

- P-6 average student absence (20 or more absent days) - below Network average (28%) - Goal 28% - Achieved 36%

Equally vital to the success of Karwan Primary School's inaugural year was the engagement of its dedicated staff members. Recognising that motivated and supported educators are pivotal to student achievement, the school implemented various strategies to foster a collaborative and supportive work environment. From regular professional learning and training sessions to open communication channels and mentorship programs, the school prioritised the growth and wellbeing of its staff. Moreover, by encouraging innovation and autonomy in teaching practices, Karwan Primary School empowered its staff to explore creative approaches to instruction, leading to increased job satisfaction and a sense of fulfilment. Through these efforts, the school ensured its staff members felt valued, supported, and motivated to excel.

Karwan Primary School recognised the importance of engaging families and the wider community from its inception, and various initiatives were implemented to foster collaborative partnerships. Information sessions were organised regularly, providing parents and carers valuable insights into the school's curriculum, policies, and programs. These sessions were thoughtfully recorded to accommodate those unable to attend in person, ensuring accessibility for all families. By keeping parents informed and involved, Karwan Primary School established a culture of transparency and mutual trust, laying the groundwork for productive partnerships.

Termly Parent/Teacher Conferences were a cornerstone of Karwan Primary School's family engagement strategy, with each conference designed to serve a specific purpose. Whether focusing on academic progress, social-emotional development, or an opportunity for the student to share their learnings, these conferences provided valuable opportunities for parents to receive personalised feedback about their child's education, either from the teacher or the student. By fostering open dialogue and collaboration between educators and families, Karwan Primary School ensured that each student received the support and resources needed to thrive academically and personally. Classroom open mornings offered parents and carers firsthand insight into their child's learning environment and educational experiences. These events allowed families to observe classroom activities, interact with teachers, and gain a deeper understanding of the curriculum and teaching methodologies. By inviting families to participate in the learning process actively, Karwan Primary School reinforced the importance of home-school partnerships in supporting student success and holistic development.

Focus groups were instrumental in soliciting feedback from families about implementing the School Wide Positive Behaviour (SWPB) framework. By actively involving parents and carers in the evaluation and refinement of behaviour management strategies, Karwan Primary School ensured that the needs and perspectives of the community were considered. These focus groups provided a platform for constructive dialogue, collaborative problem-solving, and continuous improvement, ultimately strengthening the effectiveness and sustainability of the SWPB framework. Through these initiatives, Karwan Primary School fostered a sense of ownership and shared responsibility for creating a positive and inclusive school culture within the broader community.

When discussing engagement, it's crucial to establish strategies that guarantee the involvement of all stakeholders at Karwan Primary School. We understand that effectively engaging one stakeholder will positively influence the student and their perception of education within the school.

Financial performance

The Karwan Primary School Principal, Business Manager and School Council Finance sub-committee capably and judiciously monitored, and effectively met budgetary requirements, ensuring DET financial guidelines were adhered to.

In managing the financial budgets for the 2023 school year, Karwan Primary School employed strategic measures to effectively allocate resources while accommodating the needs of its growing student population. Despite the challenges of operating in its inaugural year, the school demonstrated prudent financial management by carrying forward some funds from the Establishment Grant while adequately resourcing the school for its initial cohort of students. This careful planning ensured that essential infrastructure, educational materials, and staffing requirements were met, laying a solid foundation for the school's operations. Karwan Primary School experienced a significant enrolment increase throughout the year, starting with 250 students on the first day and concluding with 401 students on the final day. This enrollment surge necessitated adjustments to accommodate additional grades, hire more teachers, and expand support staff to maintain high-quality teaching, learning, and health and wellbeing standards. Despite the increased demands on resources, the school effectively managed the growth while ensuring a supportive and enriching learning environment for all students.

Exceptional budgeting practices allowed Karwan Primary School to allocate funds strategically to address various infrastructure and operational needs. Investments were made in critical areas, such as constructing a new bike shed, widening paths for improved traffic flow during drop-off and pick-up times, and furnishing new relocatable buildings with essential furniture, technology, and communication systems. Additionally, funds were earmarked for the development of more outdoor play spaces, enhancing recreational opportunities for students and further enriching the school environment.

Despite proactive financial planning and resource allocation, Karwan Primary School concluded its first year of operation with a deficit of \$5,718. While this deficit represents a financial challenge, it is a common occurrence for new schools as they navigate initial start-up costs and adjustments. Through reconciliation, staff leave replacements still pending and the expected Disability Inclusion Tier 3 funding, Karwan Primary School believes this deficit will in fact be a surplus. A deficit underscores the importance of ongoing financial monitoring and strategic planning to ensure the long-term sustainability and success of the school. Through prudent fiscal management and continued growth, Karwan Primary School remains committed to providing high-quality education and support to its students and community.

For more detailed information regarding our school please visit our website at
<https://karwanps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 294 students were enrolled at this school in 2023, 141 female and 153 male.

80 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

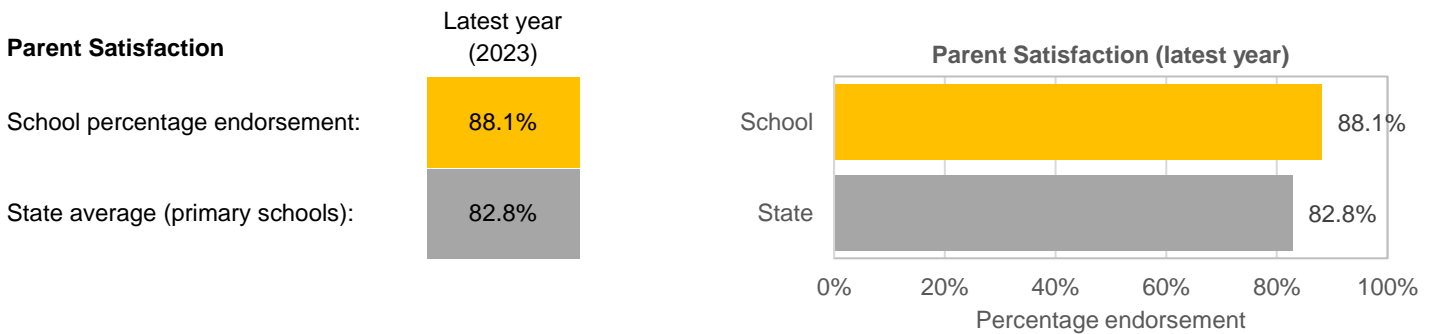
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: NDA

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

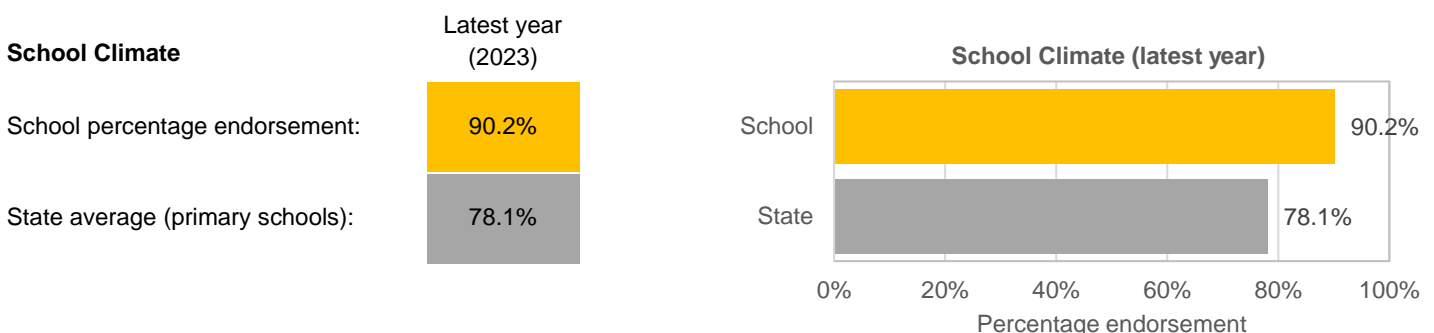


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

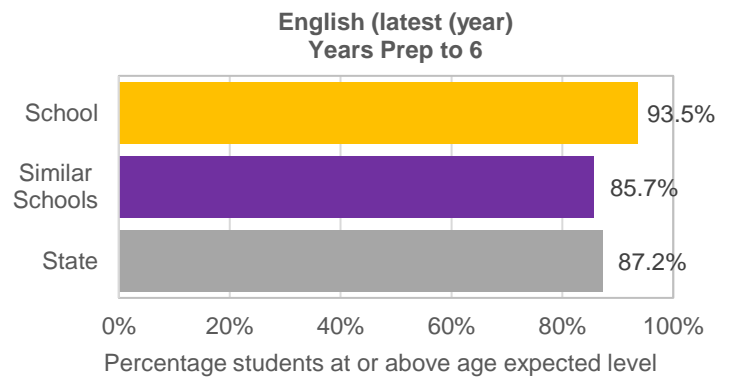
93.5%

Similar Schools average:

85.7%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

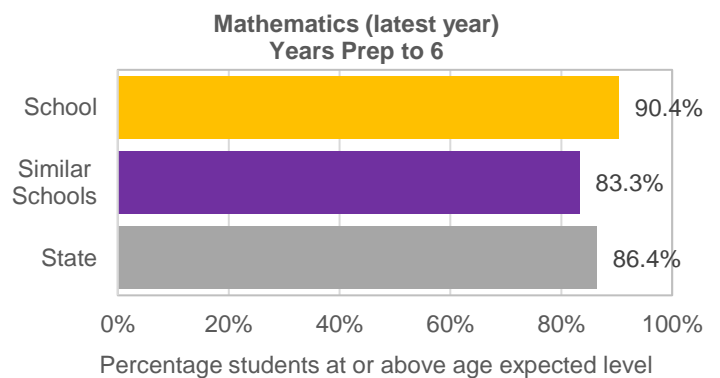
90.4%

Similar Schools average:

83.3%

State average:

86.4%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

71.0%

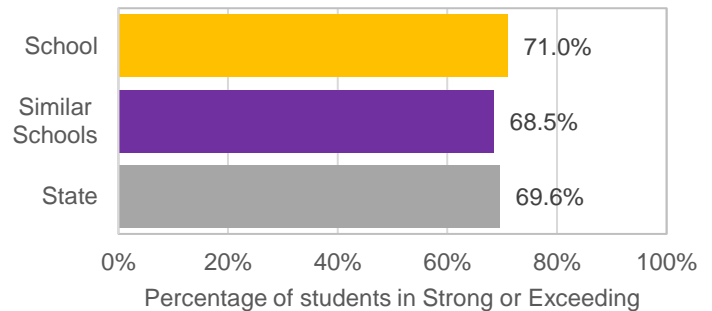
Similar Schools average:

68.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

64.7%

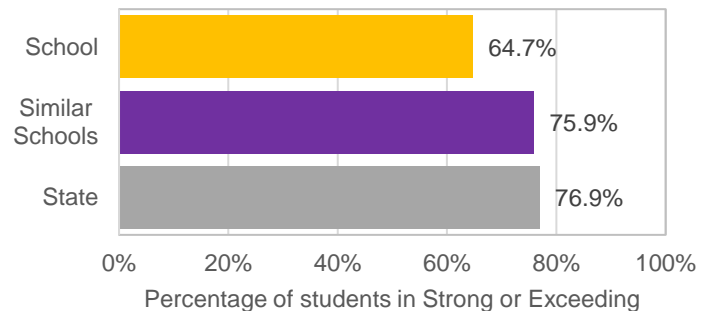
Similar Schools average:

75.9%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

58.6%

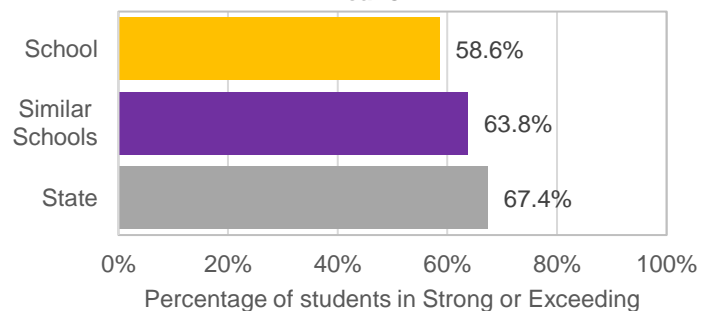
Similar Schools average:

63.8%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

51.5%

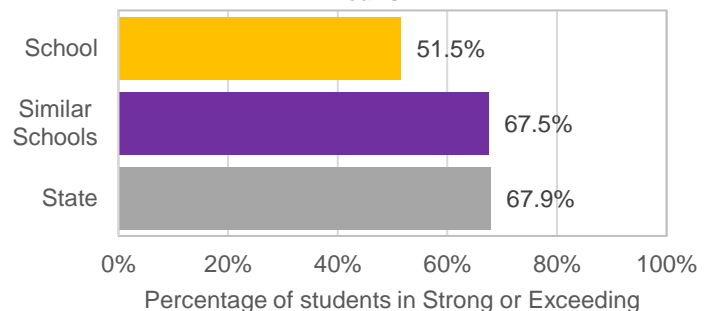
Similar Schools average:

67.5%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

NDA

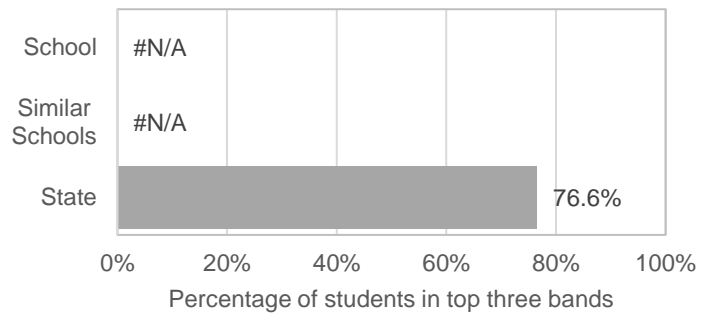
Similar Schools average:

NDA

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

NDA

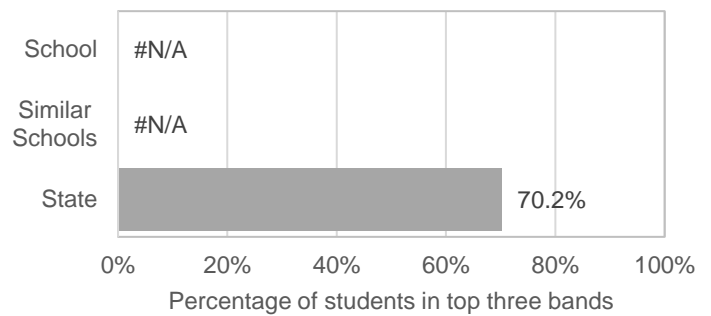
Similar Schools average:

NDA

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

NDA

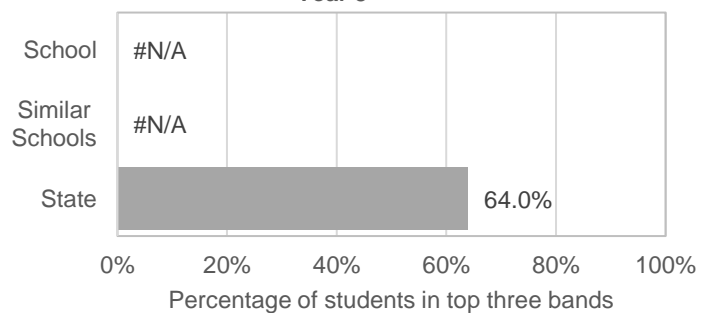
Similar Schools average:

NDA

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

NDA

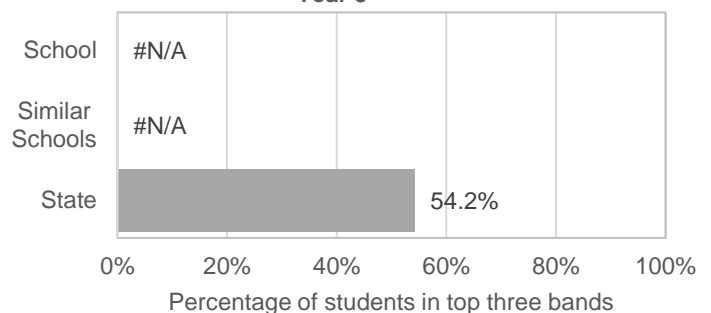
Similar Schools average:

NDA

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

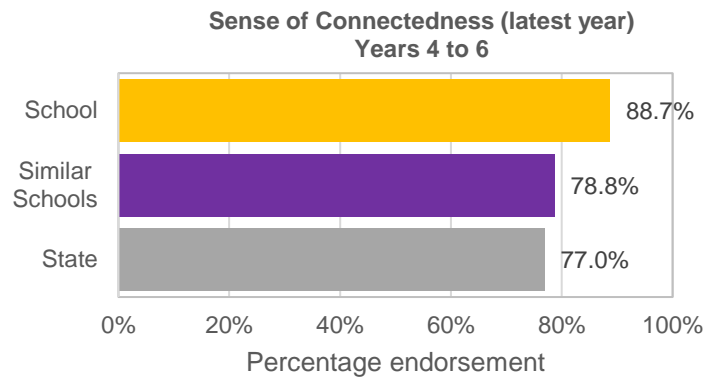
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	88.7%	88.7%
Similar Schools average:	78.8%	80.2%
State average:	77.0%	78.5%

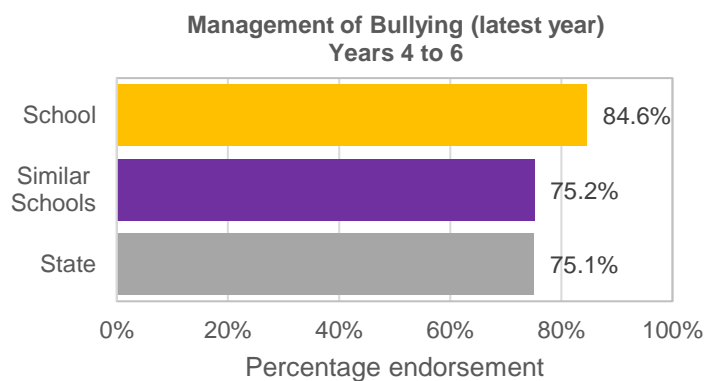


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	84.6%	84.6%
Similar Schools average:	75.2%	76.5%
State average:	75.1%	76.9%



ENGAGEMENT

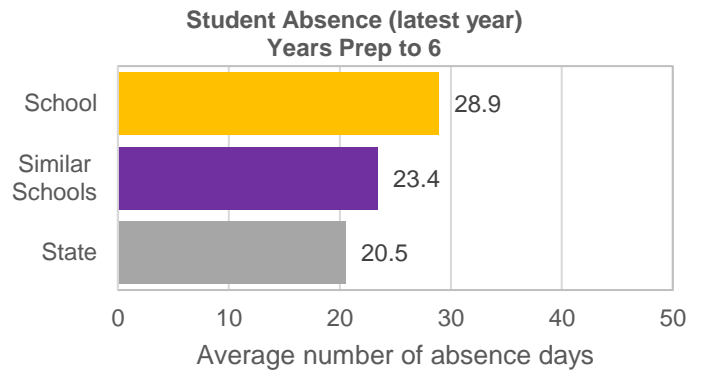
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	28.9	28.9
Similar Schools average:	23.4	21.4
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	83%	85%	85%	88%	86%	89%	92%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$2,860,610
Government Provided DET Grants	\$1,088,270
Government Grants Commonwealth	\$2,400
Government Grants State	\$0
Revenue Other	\$30,435
Locally Raised Funds	\$164,030
Capital Grants	\$0
Total Operating Revenue	\$4,145,746

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$2,855,688
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$35,381
Communication Costs	\$1,730
Consumables	\$191,440
Miscellaneous Expense ³	\$36,456
Professional Development	\$10,397
Equipment/Maintenance/Hire	\$135,032
Property Services	\$73,962
Salaries & Allowances ⁴	\$49,958
Support Services	\$107,028
Trading & Fundraising	\$75,052
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$64,985
Total Operating Expenditure	\$3,637,108
Net Operating Surplus/-Deficit	\$508,638
Asset Acquisitions	\$7,126

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 19 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$461,675
Official Account	\$27,554
Other Accounts	\$0
Total Funds Available	\$489,229

Financial Commitments	Actual
Operating Reserve	\$119,592
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$55,989
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$75,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$74,890
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$163,758
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$489,229

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.